Himbleton CE Primary School and Nursery

Nurture, Nature, Knowledge:

Enabling inquisitive thinkers and inspired learners with kind hearts.

"Faith, Hope, Love…the greatest of these is Love." (Corinthians 13:13)

"So in everything, do unto others what you would have them do to you." (Matthew 7:12)

"Wise men and women are always learning, always listening for fresh insights." (Proverbs 18:15)

Accessibility Policy and Plan

2026 – 2027

September 2026

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Himbleton CE Primary School and Nursery Accessibility Plan

Curriculum Intent

At Himbleton CE Primary School and Nursery our intent is to provide a curriculum which is accessible to all and which provides breadth, depth and coherence to pupils' learning. We have high expectations of all of our pupils and are committed to providing a curriculum offer that enables every child to achieve and flourish, in line with our Christian vision and values. We aim to foster a life-long love of learning, to nurture the curiosity of our children and believe it is our role to promote the development of the whole child so that they become confident, happy and articulate learners who are prepared for the wider world. This enables our children to develop progressively, practise, revisit and apply skills and knowledge sequentially so that learning becomes embedded across all areas of the curriculum and therefore long-term retention is secured.

We have adopted a broadly thematic enquiry-based approach to curriculum design, with History and Geography as the primary drivers, as we believe this best suits the needs of the pupils in our school. A key aim is to enable effective learning by creating linked opportunities across the curriculum, thus providing a meaningful, purposeful context which engages and inspires learners. Our curriculum design therefore reflects this.

Accessibility at Himbleton CE Primary School and Nursery

At our school we aim for children to:

- Enjoy their learning and progress to the best of their ability;
- Learn key skills through high quality teaching and learning experiences;
- Develop a range of broader skills and competencies relevant for 21st century life through a creative and engaging curriculum;
- Receive challenge and support to achieve the best they can;
- Embrace the school's values of courage, forgiveness, respect, truthfulness, perseverance and friendship, forming a positive foundation for life;
- Progress and achieve to the best of their ability, developing a passion for learning;
- Contribute to and benefit from the school and local community;
- Learn within a safe environment and develop a caring attitude towards others.

This plan outlines how Himbleton CE Primary School and Nursery aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This plan aims to:

- increase the extent to which pupils with disabilities can participate in the curriculum;
- improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided;
  improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of

an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy. The governing board also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities;
- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers;
- undertake reasonable adjustments to enable staff to access the workplace. The plan will be resourced, implemented, reviewed and revised in consultation with: The headteacher and other relevant members of staff, Governors and external professionals.

The school works towards these aims by:

- promoting high quality learning and exceptional attainment;
- providing a high quality curriculum and learning environment;
- promoting our Christian Values to enable the children to value themselves and each other;
- promoting an effective partnership with parents and the wider community;
- promoting Himbleton's Christian Values to enable the children to value themselves and each other.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan will also be reviewed where the school has undergone a refurbishment.

Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Early Years Policy
- Educational Visits Policy
- Special Educational Needs and Disabilities (SEND) Policy and Inclusion Strategy
- Equality and Cohesion Policy
- Admissions Policy
- Behaviour Policy and Principles
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy
- Allergy Safety Policy
- Asthma Policy

Roles and Responsibilities

The headteacher is responsible for:

- Ensuring that staff members are aware of the Equality Act and the duties as they apply within the school, including awareness of pupils' disabilities and medical conditions;
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of;
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise;
- Securing the commitment of all staff to removing barriers and increasing access;
- Sharing good practice between staff and other schools;
- Working closely with the governing body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO is responsible for:

- Working closely with the headteacher and governing body to ensure that pupils with SEND are appropriately supported;
- Ensuring CPD is tailored for particular groups of pupils/staff/aspects of school life;
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members are responsible for:

- Acting in accordance with this plan at all times;
- Supporting pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice;
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The governing body are responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan;
- Approving this plan before it is implemented;
- Monitoring this plan.

The Accessibility Audit

The governing body and SENDCO will undertake a regular Accessibility Audit which will cover the following three areas:

- access to the curriculum – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers;
- access to the physical environment – the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers;
- access to information – the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Equal Opportunities

Himbleton CE Primary School and Nursery promotes the individuality of all pupils, irrespective of ethnicity, attainment, age, disability, gender or background. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- more able and talented children;
- children who are vulnerable or under achieve or social exclusion.

To ensure equity of provision for disabled pupils and staff:

- will not treat disabled pupils less favourably for a reason related to their disability;
- will make reasonable adjustments, so that disabled pupils are not at a substantial disadvantage;
- will contribute to plans to increase access to education for disabled pupils.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The main priorities in the school's plan:

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently of for a fixed term. The action plan ensures that:

- the school draws on the expertise of external agencies to provide specialist advice and support;
- the SENDCo has an overview of the needs of disabled pupils;
- there are high expectations;
- there is appropriate deployment and training of learning support staff;
- successful practice is shared within the school;
- the school works with schools in our cluster group;
- all pupils have access to extracurricular activities.

We collect information from a child's previous setting so that we are prepared when children join our school. We also liaise with parents/carers and any professionals involved with the children to ensure we provide the right care for their needs.

Priorities for the development of information from pupil data and school audit to inform the plan:

- To provide all new parents to school with information about the school's duties in relation to disabilities through our school website and our school handbook;
- To liaise with parents/carers and pre-schools regarding their access arrangements for children which will then inform planning and arrangements in our Nursery and Reception class.

Views of those consulted during the development of the plan:

Staff at Himbleton regularly consult with parents and carers about the provision for their children. All children's views, generally, are consulted regularly through pupil voice, discussions, CREW and Pupil Parliament. Teachers complete 'Pupil voice' with children about their views about provision related to their individual disability through termly IPMs and also through pupil voice for EHCP annual reviews, where applicable.

Main priorities and actions for pupils:

Note: this part of the plan is required by statute and must include proposals in each of these three strands:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to all pupils.

At Himbleton there are already significant strategies in place to address the needs of disabled children. These include:

- improving disabled children's access to the curriculum as an element of ensuring high quality teaching and learning for all, which includes having high expectations for all children;
- systematically monitoring all children's progress and setting targets for improvement;

- the SENDCo has a key role in leading effective curriculum and professional development for all staff on inclusive classroom practice in general, and on specific disability issues in particular;
- support professionals being involved in school life to connect disabled pupils to the curriculum, and support the development of independence and promote social interaction;
- regularly consulting with a range of outside agencies to ensure the quality of provision; these include, among others: Speech and Language therapists, Occupational Therapy team, Regency Outreach, Worcestershire CCN team, Worcestershire LST, Behavioural Optometrists, Visual and Hearing impairment teams.

Behaviour and anti-bullying policies are key to promoting an inclusive environment in which everyone is valued for their particular and unique contribution. However, our school is not complacent and constantly reviews the strategies it uses, and seeks out good practice, to ensure the best possible progress of all children including those who are disabled and /or with SEND.

Priorities for increasing the extent to which disabled pupils can participate in the school curriculum:

- making use of specialists who can identify alterations and amendments needed to the learning environment to allow full access to the curriculum;
- use of specialist resources to allow children to access learning;
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

To ensure the physical environment of the school is inclusive, Governors are committed to reviewing the physical environment provision annually, in general, and in particular when needs are identified, in order to increase the extent to which disabled children can take advantage of education and associated services. If an application is made for a place at Himbleton, by a parent with a child with a physical or sensory impairment, then the school is able to access the expertise of specialist services to facilitate this. It is also using an increasing diversity of equipment, material and consumables, including ICT, for increasing access to the curriculum for disabled children.

Priorities for improving the physical environment of the school in order to increase the extent to which disabled pupils can take advantage of education and associated services:

- use of a range of ICT hardware and software to allow children to record ideas.
- provision of quiet areas for children with autism.

At Himbleton we take into account individual considerations and take advice from the range of agencies available to the school to do this. Priorities for improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- use of ICT resources to improve access to learning i.e., adapting reading materials etc.

Making it happen: management, coordination and implementation

Overall responsibility for the school's accessibility plan lies with the Governing Body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the Headteacher, support professionals, class teachers, teaching assistants, the SENCDo, administrative staff and governors themselves.

Priorities for management, coordination and implementation:

- discuss duties at staff meetings annually, at the beginning of year, and arrange training as identified in appraisal to inclusive, high-quality teaching and learning;
- share good practice in school at staff meetings;
- share good practice with cluster schools at liaison meetings;
- information on the school website is accessible to all parents and carers.

Making the plan available

This Accessibility Plan outlines how the school will endeavour to improve access to the curriculum, the physical environment, and information for pupils with disabilities. It supports the school's Accessibility Policy and complies with the Equality Act 2010 and the SEND Code of Practice (2015). We actively seek advice on the support required by children with disabilities and work in partnership with relevant professionals and specialists to ensure that every child receives the appropriate support they need to access, participate fully in and feel included in all aspects of school life.

The plan is reviewed and updated annually.

The action plan ensures that:

- the school draws on the expertise of external agencies to provide specialist advice and support;
- the SENDCO has an overview of the needs of all pupils;
- there are high expectations;
- there is appropriate deployment and training of learning support staff;
- successful practice is shared within the school;
- the school works with cluster schools.
- all pupils have access to extracurricular activities and enrichment opportunities.

The future planned action work will be overseen and coordinated by the Governors', the SENDCO and Headteacher. Evaluation of the progress of the plan will be made by the Headteacher and SENDCO through an annual report to the governing body. The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Himbleton CE Primary School and Nursery.

Himbleton CE Primary School and Nursery
Accessibility Plan

Facilities already in place
The school is on one level with all four classrooms having emergency exits that lead straight to the outside area. There is a BMA facility and disabled changing room, with adjustable toilet and sink, handrail, hoist and a shower. The school can be accessed via a slope into the library area.

Improving the physical access		
Target	**Strategy/ Action**	**Outcome**
The EYFS and KS1 classrooms are too narrow for wheelchairs. The door frames at the bottom are slightly too high upon entry to get the wheelchair over without support.	School is to ensure that as the building is repaired/altered wheelchair access is taken into planning consideration.	All school users will be able to access the building quickly and safely, both when entering and leaving the building and when moving around the building.
Not all tables are not suitable for a wheelchair.	Future purchases of furniture must be adjustable ensuring that wheelchair users can have access to all areas.	All children will have access to tables at an appropriate level.
The BMA room is often used as a storage space and is therefore not always fully accessible.	Audit resources which are stored in the BMA room and ensure that these are stored tidily, if possible in another area of the school.	The BMA room is available at all times for use for pupils who need this facility.
The school has no designated disabled car parking spaces.	Further collaboration with WCC and the local parish council.	The school has a designated disabled car parking space or alternative arrangements for those who hold a blue badge.

Improving the curriculum access		
Target	**Strategy/ Action**	**Outcome**
To develop staff knowledge and confidence in supporting the needs of pupils displaying challenging behaviour in school.	Audit staff knowledge and confidence when dealing with challenging behaviour. Plan for tailored CPD opportunities to address need. Review the school's behaviour policy and strategies and ensure that expectations and consequences are clear to all.	All staff are confident and well-equipped with strategies to manage and deal with challenging behaviour so that learning time is not disrupted. There are fewer instances of poor behaviour, and those that do arise are dealt with quickly and effectively.
To improve outcomes for all children with SEND.	To ensure children achieve key skills and are appropriately supported and challenged in all areas of the curriculum through adapted learning opportunities and assistive technology to reduce barriers to learning.	All pupils, including those with SEND, make at least expected progress from their starting points in all areas of the curriculum and in wider extra-curricular opportunities.
To develop quiet, calm areas in school with reduced sensory stimulation.	Continue to develop our Nurture room and provision for SEMH. Ongoing ELSA training and CPD for identified members of staff. Create a sensory area in the gazebo in the outdoor EYFS environment to offer a safe space for sensory circuits.	Quiet spaces are available in classrooms to support anyone who needs this provision.

Improving the delivery of written information		
Target	**Strategy/ Action**	**Outcome**
To ensure all school correspondence is available (if requested) in alternative languages/formats.	School office to ensure where at all possible, all requests for alternative formats are met.	To improve communication and to meet all individual needs.
To ensure that the school website is accessible to all users and that information is easy to find, comprehendible and does not contain unnecessary educational jargon.	Review the school's updated website to ensure that it is compliant and easy to use, including on a mobile device.	The website is a valuable and easily navigable source of information for stakeholders.